

(January to March, 1931.  
(April to July, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET.)

#### FORMS IV. & III.

PUPILS' NAMES.....

Bible Lessons.....

The Bible text (as given in the book used) must be read  
and narrated first.

IV. & III. *Old Testament History*,\* by J. M. Hardwick and  
H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp.  
3-96, with appendices. *The Acts of the Apostles*,  
chapters 6-12. *The Saviour of the World*,\* Vol. II.  
(P.N.E.U. Office, 3/-), pp. 57-122, with Bible passages  
from the index.

For reference: *Clarendon Bible: The Acts*, with introduc-  
tion and commentary by A. W. F. Blunt, B.D.  
(Oxford Press, 4/6). *Peloubet's Bible Dictionary*  
(R.T.S., 10/6), for all names of persons and places.  
*Philip's Handy Scripture Atlas*† (1/-). *Historical  
Geography of the Holy Land*, by S. R. Macphail (Clark,  
1/-). *Fact and Faith in the Bible*, by Rev. W. R.  
Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the  
Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K.,  
6/-). *Helps to the Study of the Bible* (Oxford Press,  
3/6). *Palestine in Picture*, by Canon Raven (Heffer,  
10/6).

For daily Bible reading and prayers: *Daily Readings  
from the Old Testament*, by H. Franklin and L. Montagu  
(P.N.E.U., 1/6). *Lectiones, 1931* (Spottiswoode, 1d.).  
*Prayers and Hymns for use in Schools* (Oxford Press,  
1/6). *Two Minute Bible Readings: For use in Opening  
Schools* (S.C.M., 3/-).

† The 119th term of work set since the Parents' Union School began

For Sunday reading:

IV. & III. *Life and Letters of St. Paul*, by Paterson Smyth (Sampson Low, 2/6), pp. 76-162. *How to Read the Bible*, by Paterson Smyth (Sampson Low, 2/-), Part III., chapter 4 to the end.

IV. *What Mean Ye by these Stones?* by Rev. J. M. C. Crum, M.A. (S.P.C.K., 1/-), pp. 1-27. *The Church Catechism Explained*, by A. W. Robinson, D.D. (Cambridge Press, 2/- or 3/-). *The Life of David Livingstone*, by Dr. Blaikie (Murray, 2/6).

III. *Saints and Heroes of the Western World*, by M. O. Davies (Oxford Press, 2/6), pp. 86-135. *Borrow's Bible in Spain* (Oxford Press, 2/-).

Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, in beautiful lettering on good paper or vellum.

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

#### Dictation (*A New Handwriting* to be used)

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*.

#### Composition.

Oral or written narration every day after each subject. Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of poems read under Literature should be followed. Letters to friends abroad. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

IV. *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 23-41 and 132-151 (with suitable exercises from the end of the book).

III. *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 75-88, with additional exercises from *Morgan's Exercises in English Grammar*\* (Murray, 1/9), pp. 49-56.

#### Literature. (See N.B. 1.)

IV. & III. *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 128-146, and 164-190. *Shakespeare's Richard II.*,\* or (in III. only) *Henry V.*,\* (Blackie, Plain-text, 6d. each). Scott's *Quentin Durward*\* (Nelson, 1/3). Chaucer's *Canterbury Tales*, Part I.,\* edited by Arthur Burrell (Dent, 8d.), (III., pp. 11-92 only). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used.

Read poetry from anthologies set:

IV. *Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, Third Edition, 1928, 3/6).

III. *Palgrave's Golden Treasury*\* (Macmillan, 3/6).

#### English History.

IV. & III. *A History of England*,\* by Cyril Robinson, Vol. I., (Methuen, 3/6), pp. 194-261 (1377-1485), [or III. may use Arnold-Forster's *A History of England*,\* (Cassell, 8/6), pp. 208-265 (1327-1485).] Teacher will find useful Quennell's *History of Everyday Things in England*, Parts II. (14th Century), and III. (15th Century), (Batsford, 3/- each). See also *The Wilton Diptych* (Richard II.), or a coloured reproduction to be had from the National Gallery, London.

Make summaries of events and dates, and a chart of the 14th or 15th Century. Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (Times Office direct 6/-a year).

#### General History.

IV. *Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 215-264 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 601-649 (omit set questions).

III. *Hellas the Forerunner*,\* Vol. I., by H. W. Household, M.A. (Dent, 3/6), pp. 160-211. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 1-43. British Museum Coloured Postcards, Set C 9 (2/6), may be used.

IV. & III. Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6); see illustrated leaflet by Miss Bernau (6d.). Put in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museums: use British Museum *Guide to Greek and Roman Antiquities* (2/-), and British Museum Postcards, see catalogue to be had from the Museum.

#### Citizenship.

IV. & III. *Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 163-186. North's *Plutarch's Lives: Nicias*\* (Blackie, 1/-). Smith's *Smaller Classical Dictionary* (Dent, 2/6).

*Classical Atlas* (Dent, 2/6). For mothers to read aloud :  
*Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).  
IV. *Hellas the Forerunner*,<sup>1</sup> Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 154-181.  
III. *Who is My Neighbour?*<sup>2</sup> by H. Somerville, M.A. (Harding & More, 2/6), pp. 1-34.

**Geography.**<sup>1</sup>

“Ambleside” map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. Philip’s *Modern School Atlas of Physical, Political and Commercial Geography*<sup>\*</sup> (1929 edition, 7/6).  
IV. *Ambleside Geography Book V.*,<sup>\*</sup> 1931 edition, (Kegan Paul, 5/-), pp. 111-170 (Africa). Huxley’s *Physiography*<sup>\*</sup> (revised 1924, Macmillan, 5/-), pp. 189-211. Some account of the physiography of your neighbourhood.  
III. *Ambleside Geography Book IV.*,<sup>\*</sup> 1928 edition, (Kegan Paul, 4/-), pp. 58-102 (Belgium, Holland, Spain, Portugal). Geikie’s *Geology Primer* (Macmillan, 1/9), pp. 1-53.  
IV. & III. For further map practice, *From Pole to Pole* (see under Reading). Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes’ exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

**Natural History, Botany and Geology.**<sup>1</sup>

IV. *Everyday Doings of Insects*,<sup>\*</sup> by Evelyn Cheesman (Harrap, 6/-), pp. 82-159. *The Elements of Geology*,<sup>\*</sup> by M. A. Johnstone (Nelson, 3/6), pp. 81-144, with a good map of the British Isles; give some account of the geology of your own neighbourhood.  
III. *Winners in Life’s Race*,<sup>\*</sup> by A. Buckley (Macmillan, 6/-), pp. 181-240. *The Fairyland of Science*<sup>\*</sup> (for Botany), by A. Buckley (Macmillan, 6/-), pp. 195-239.  
IV. & III. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9), (see *Home Education*), with flower, bird and insect lists, and make daily notes. For outdoor work, some special study suitable to season and climate, e.g., woods in winter; pond life in early spring; see *Nature Rambles*, Vol. I. : *Winter to Spring*, by Edward Step, F.L.S. (Warne, 2/6). *A Nature Study Guide*, by W. S. Furzeaux (Longmans, 6/6), may also be used.

**General Science.**

IV. *Some Wonders of Matter*,<sup>\*</sup> by Bishop Mercer (S.P.C.K., 5/-), pp. 159-192.

<sup>1</sup> Overseas members see special leaflet.

III. *The Fairyland of Science*,<sup>\*</sup> pp. 124-149. *The World of Sound*,<sup>\*</sup> by Sir William Bragg (Bell, 5/-), pp. 131-196, or, *The Health Reader*, by W. Hoskyns-Abrahall (1927 edition, Cassell, 3/-), pp. 117-179, and 258-269, may be taken instead by those not going on into Form IV.

**Hygiene and Physiology.**

IV. *Physiology for Girls*, by M. A. Johnstone, B.Sc. (Blackie, 3/-), pp. 1-78.

**French.**<sup>2</sup> (See N.B. 4.)

IV. *L’Enseignement Littéraire du Français*,<sup>\*</sup> by J. Molmy, Vol. I. (Hachette, 2/6), lessons 7-12 inclusive. Teacher study preface. Read and narrate *A Travers le Sahara en Ballon*, by Jules Verne (Hachette, 1/-).  
III. *Nouveaux Pas en Français*,<sup>\*</sup> by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 38-67, with grammar and exercises, or work with IV. Read and narrate *Histoire d’un Ane*, by P. J. Stahl (Hachette, 1/6), pp. 1-83; parse two pages.  
IV. & III. For extra practice, use *New French Picture Cards*, Series II., by Marc Ceppi and H. M. Brock (Bell, 2/- a set). Read several poems and learn one from *Recueil de Poèmes*,<sup>\*</sup> by J. Molmy, Vol. II. (Blackie, 6d.).

**Latin.** (See N.B. 4.)

*A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,<sup>\*</sup> by M. C. Gardner, M.A. (Oxford Press, 3/-).

IV. Part II., §§ 59-64, inclusive.

III. Part II., §§ 14-20. Beginners, use Part I.

IV. Virgil’s *Aeneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), pages 26-34.

**German.**<sup>2</sup> (See N.B. 4.)

*Primary German Course*,<sup>\*</sup> by O. Siepmann (Macmillan, 4/-). Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

IV. Lessons 23-26, inclusive.

III. Lessons 10-12, inclusive.

IV. For narration, *Bambi*,<sup>\*</sup> by Felix Salten (Dent, 2/6), pp. 50-110.

**or, Italian.**<sup>2</sup> (See N.B. 4.)

IV. & III. *Italian Lessons and Readings*,<sup>\*</sup> by G. U. Clark (Harrap, 4/6), Lessons 4-6, or continue. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.

IV. For narration, *Il Più Felice Bambino del Mondo*,<sup>\*</sup> (P.N.E.U. Office, 3/-), chapters 11-20 (inclusive).

<sup>2</sup> Schools may substitute the national language.

**Arithmetic. (See N.B. 4.)**

Dr. Ballard's *Fundamental Arithmetic*. It is essential to use Teacher's Books also for directions and method. For rapid mental work, use *Arithmetical Dictation*, by Alfred Wisdom.

IV. *Fundamental Arithmetic*, Pupil's Book V.\* (University of London Press, 1/-), pp. 60-79, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U.L.P. 1/3), Exs. 301-320. Or continue Books VI.

III. *Fundamental Arithmetic*, Pupil's Book V.\* (U.L.P., 1/1), pp. 1-20, with Teacher's Book V. (2/3). *Arithmetical Dictation*, Book V. (U.L.P., 1/3), Exs. 241-261. Or, use Books IV.

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

**Geometry. (See N.B. 4.)**

*The School Set of Mathematical Instruments*\* (P.N.E.U. Office, 1/- or 2/-).

*A Shorter School Geometry*,\* by Hall and Stevens (Macmillan, 4/6);

IV. pp. 184, 185, 186 (Ex. 1-5), 188-201, and revise Section II.

III. pp. 60-62, and 64-68; or continue.

**Algebra. (See N.B. 4.)**

IV. *A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 148-153, 169-177, 189, or continue.

III. *Exercises in Algebra for Beginners*,\* by W. S. Beard (Bell, 10d.), pp. 45-55 and 59-64, or (second year), *A School Algebra*,\* pp. 73-83, and 121-122.

**Picture Study and Architecture.**

IV. & III. Study, describe, and draw from memory details of six reproductions of pictures by Perugino (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the January *Parents' Review*, also *Home Education and School Education*.

IV. *The Story of Architecture*,\* by P. L. Waterhouse (Batsford, 6/-), pp. 149-189.

**Recitations.**

Learn two suitable passages of 20 verses each from chapters set in Bible Lessons. Psalms 90 and 91. Two hymns.

IV. A scene from *Richard II.*, and two poems from anthology set.

III. (a) A scene from *Richard II.* or *Henry V.*, or, (b) two poems from *The Golden Treasury*, or (c) from *Historical Lyrics and Ballads*, Book I. (Blackie, 1/-).

**Reading (including holiday and evening reading).**

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

IV. & III. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), 306-357. Read from Froissart's *Chronicles*: (a) *The Reign of Richard II.*, or, (b) *Crecy and Poitiers* (Blackie, 10d. each). Mark Twain's *Joan of Arc* (Chatto & Windus, 3/6).

IV. Homer's *Odyssey*,\* Vol. II. (Chapman's translation), (Simpkin Marshall, 3/6), Books 21-24, or read from Virgil's *Aeneid*, translated by E. Fairfax Taylor (Dent, 2/-). Dr. Blaikie's *Life of David Livingstone* (Murray, 2/6).

III. Bulfinch's *Age of Fable*,\* (Dent, 2/-), pp. 301-332, or, teacher to read from Virgil's *Aeneid*. George Borrow's *Bible in Spain* (Oxford Press, 2/-). 7-39

**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-), and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6). Studies of trees in winter; two minute figure poses. Original illustrations and simple memory drawings. Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music Appreciation.**

The work of Mozart; see (a) article, and (b) records suggested under *Our Work*, in the January *Parents' Review*. *Mozart*, by B. L. Thomson (Sheldon Press, 4d.).

**Music; Piano, etc.**

*Music and its Story*, by R. T. White (Cambridge Press, 5/-).

In addition to usual work, choose and learn a suitable composition by Mozart. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Singing.**

IV. & III. Teachers should read *On Music Teaching*, by W.H. Leslie (P.N.E.U., 6d.). Three English songs from *The Clarendon Song Books*: Books III. and IV. (Oxford Press, 2/6 or 3/- each, words and voice only, 6d. or 8d. each). Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-).

*Fifty Steps in Sight-Singing*, by Arthur Somervell, (Curwen & Son, 2/6); 50 Exercises for steps 27-32 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

Drill, etc. (Choose new work each term.)

(a) Drill: *Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. (IV.) use also 1927 *Supplement for Older Girls* (H.M. Stationery Office, 4d.). For drill music, *Music for use in Miss. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Sons, 2/8).  
(b) Dancing: *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.).  
(c) Games: Netball: *Hints on Coaching Netball*, by Beatrice Stempel (Ling Association, 1/6). Hockey; Lacrosse.

Work: Crafts, etc.

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

IV. Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans, 6d. each).

IV. & III. (a) Cardboard Modelling: make six models. *Bookbinding for Beginners*, by J. Kay (Cassell, 1/3). (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6).

(b) Basketwork: make three baskets. See *Cane Work*, by C. Crampton (Dryad, 3/6).

(c) Sewing: make a garment. See *A Manual of Plain Needlework*, by Mrs. E. Griffiths (Oxford Press, 3/6); simple patterns (3d. each or 1/6 the set of eight), together with *Practical Needlework for Schoolgirls* (Singer Sewing Machine Co.). Do some embroidery, see *Embroidery on Various Materials*, by E. Mochrie (Dryad, 2/6). Boys: Woodwork. Make models from *101 Things for a Boy to Make*, by A. C. Horth (Batsford, 5/-), or use *Toy Carving for Children* (Dryad leaflet No. 25, 2d.).

Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Valuable suggestions will also be found in *Applied Art*, by Pedro J. Lemos (Batsford, 28/-), but it is not advisable that stereotyped courses should be followed.

N.B.—See enclosed General Notes Leaflet.

## GENERAL NOTES.

N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts three years (average ages 12, 13 and 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books set for Drawing, Music, Drill and Handicrafts are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries in the Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, The Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 9.—All letters about the School and the Programmes (and also the School Fee) should be sent to The Director, The Parents' Union School, Ambleside, Westmorland. Orders for books, etc. (and also the P.N.E.U. subscription) should be sent as early as possible to the P.N.E.U. Office, 26 Victoria Street, London, S.W. 1.

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, THE PARENTS' UNION SCHOOL,  
AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

#### FORM III.

PUPILS' NAMES .....

##### Bible Lessons.

- I. 1. "Hath any of the gods of the nations delivered at all his land out of the hand of the king of Assyria ?" Describe the events that followed these words of Rab-shakeh.  
2. (a), "Go hide thee, thou and Jeremiah ; and let no man know where ye be." (b), "We beseech thee, let this man be put to death." On what occasions were these words spoken ? Tell the whole story of one occasion.
- II. 1. "And Saul was consenting unto his death." Give an account of the witness and martyrdom of St. Stephen.  
2. Write a full account of the events which led to Saul's baptism.  
3. "The Sabbath was made for man, not man for the Sabbath." How did our Lord teach this lesson to His disciples ?

N.B.—Passages learned under Recitations should not be given.

Writing (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

Readings from *Indian History*, page 229, "Shah Jehan often . . . fine water."

#### Composition.

1. Write upon **one** of the following,—(a), A visit to the Persian Exhibition, (b), the Prince of Wales' journey, (c), an adventure in Spain.
2. Write, in prose or verse, upon **one** of the following,—(a), Joan of Arc, (b), Aeneas, (c), Jupiter destroys the inhabitants of the earth and provides a new race, (d), Spring sights and sounds.

#### English Grammar.

1. Analyse, parsing the words in italics,—

“Oh, fear not the bugle, though *loudly it* blows;  
It calls but the *warders*, *that* guard thy repose;  
*Their* bows would be bended, their blades would be *red*,  
*Ere* the step of a *foeman* draws *near* to thy bed.”
2. Give examples, in sentences, of three different uses of the nominative case and two of the genitive, underlining and naming the examples.
3. Make tense schemes for each of the following verbs,—*shout, sing, hit.*

#### Literature.

1. Give a short account of Chaucer, and describe three members of the company that gathered with him at the Tabard Inn.
2. Describe the part taken by (a), Richard in the play *Richard II.*, or, (b), the Chorus in *Henry V.*, giving what you can of the Chorus to two acts.
3. Mention **six** of the chief characters in *Quentin Durward*, and write an account of **one** of them.

#### English History. (State book used)

1. Give an account of the reign (a), of Richard II., after he had declared that he was old enough to manage his own concerns, or, (b), of Henry V. (Do not take the same subject as in 2, above.)
2. Describe “the freeing of France” in the reign of Henry VI. Dates.
3. Write a short account of **two** of the following,—(a), the battle of Crecy, (b), Wat Tyler, (c), Caxton, (d), The Fall of Constantinople.

#### General History.

1. What do you know of **two** of the following,—(a), Mardonius, (b), Thucydides, (c), Pausanias, (d), the slaves at Athens?
2. Write a short account of (a), the Vedas and their writers, or, (b), Buddha.

#### Citizenship.

1. Show that we are all paid labourers, and that temptations to avoid our obligations come to all of us.
2. (a), Give two stories to show that Nicias favoured the people of Athens “with a natural fatherly love,” or, (b), Show what part Nicias took in the campaign against Syracuse.
3. Why is the family the most important society? Give instances to show what would happen in any society where there was no authority.

#### Geography.

1. Draw a sketch map of Holland, putting in rivers and towns. Give some account of how the country “strives to keep its head above water.”
2. Describe a journey through (a), the south-east coastal provinces, or, (b), the interior, of Spain.
3. (a), What is meant by Sedimentary Rocks, and how are they formed? or, (b), Draw and describe as fully as you can, a typical section of rock from your own neighbourhood.

#### Natural History.

1. Mention four “strange” animals of South America, and say all you can about one of them.
2. What do you know of the work of (a), working bees, (b), nursing bees? Diagrams.
3. Write an account, as for your nature note book, of a “nature walk” you have had this term.

#### General Science.

1. Give a diagram of the ear. Describe what happens (a), outside, (b), inside the ear when a sound is heard.
2. Describe, with diagrams, a device for detecting sounds under the sea.

#### Picture Study

Describe Perugino’s “Transfiguration.”

#### French.

1. (a), Describe, in French, a visit with friends to a village that you know well, or, (b), one of Criquet’s adventures with Mademoiselle Rose (*Histoire d’un Ane*).
2. Write from dictation, *Nouveaux Pas*, p. 60, “D’un mouvement lent . . . de la grange,” and parse the following words in this paragraph,—*coupent, derrière, eux, enfants, chargerai, puis.*
3. Use, in sentences, the following words,—*lesquels, à laquelle, duquel, tout* (as an adverb), *tous* (as a pronoun), *celles, celui*.

**Latin.**

1. Write the comparative and superlative of: *magnus, brevis, niger, facilis, benevolus.*
2. Translate: (1) The boy came to the shore so that the wave might not catch him. (2) He orders the boy to fly. (3) The wings are much too short.
3. (a), Translate: *A Latin Book for Beginners, Part II.,* § 18, lines 48-53 (*Rapidi . . . sepulti*). (b) Either read these lines again, then write a narration in Latin, or, parse:—*odoratas, quatit, remigio, ora, clamantia.*

**German.**

1. Make six sentences, in German, about the picture on page 31 (Siepmann).
2. Translate into German sentences 1-10, Exercise IV., page 177, teacher giving English.
3. Conjugate in the indicative, perfect and future tenses,— *sich setzen, werfen, sehen, fragen, geben.*

*or, Italian.*

1. Work Exercise B 1, page 19, teacher giving English.
2. Make sentences, using the following words in the plural,— *elefante, paese, pittore, fiore, enorme, gentile.*

**Arithmetic**

1. 4 litres are roughly equal to 7 pints. How many times could a litre jug be filled from a vessel holding  $5\frac{1}{4}$  gallons?
2. Add together (a), as vulgar fractions, (b), as decimals:  $\frac{2}{5}, \frac{11}{20}, 2\frac{7}{8}, 4\frac{1}{4}, 5\frac{1}{2}, 6\frac{3}{10}.$
3. Find the value of  $x$  when:
  - (a),  $.9x = 2$  tons 5 cwts.
  - (b),  $\frac{5x}{6} = £4 15s.$

**Geometry.**

1. If two triangles have two sides of the one equal to two sides of the other each to each, and the angles included by these sides equal, then the triangles are congruent.
2. If in a triangle the perpendicular drawn from a vertex to the opposite side bisects that side, show that the triangle is isosceles.
3. Two men, A and B, part company at a place O. A travels East, then North; B travels North, then far North as B goes West. Show this by means of a figure, and prove that they finish at equal

**Algebra.**

## (First Year.)

$$1. \text{ Simplify: } \frac{3a-4b}{2} - \frac{2a-b-c}{3} + \frac{15a-4c}{12}$$

2. Solve the following equations:

$$(a), \frac{x}{2} - 3 = \frac{x}{4} + \frac{x}{5} \quad (b) \frac{p-1}{3} + 4 = p - \frac{p-3}{4}$$

3. 37 is divided into two parts. If 7 is added to the first part, and 2 is subtracted from the second part, the second result is half the first. Find the two parts.

## (Second year.)

1. From a plank  $x$  yards long  $y$  feet are cut off and the remainder is  $c$  inches longer than the part cut off. Express this by an equation.
2. A flight of stairs consists of  $a$  steps each  $b$  inches high and  $c$  inches wide. Find (a), the total rise vertically, (b), the total length in yards of carpet required for the stairs, (c), the cost of the carpet at 6 shillings a yard.
3. Solve the equations: (a)  $\frac{1}{7}(2x-1) + 12 = \frac{7x-2}{5}$   
(b)  $1.4(x-3) - 0.4(2x-1) = -0.2.$

**Drawing** (All work should be done with brush and in colour.)

1. An original illustration from (a), *Quentin Durward*, or, (b), *Chaucer's Canterbury Tales*.
2. A tree in winter.

**Music Appreciation.**

What compositions by Mozart have you heard this term? Say what you can about one of them.

**Recitations \***

Father to choose two Bible passages, a poem from *The Golden Treasury*, or, a scene from *Henry V.* (or, *Richard II.*)

**Reading. \***

Father to choose a poem and a leading article from a newspaper.

**Music \***

Examine in work done.

**Singing \***

Father to choose an English, a French, and a German song, and three exercises.

**Drill. \***

Report progress.

Work.\*

Outside friend to examine. List of handicrafts completed to appear in *Parents' Report*.

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N.B. 1.—Examination to begin on Monday, March 23rd. Papers to be posted on Saturday, March 28th, *with no other enclosure*. The examination may be postponed till after Easter if due notice is given.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and **marks to be added up**. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—**MEMBERS OVERSEAS** may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.